

Vendredi, 08 juin 2007

- I'm sorry, to not respect what you told me last time.

- Can you remember, did you met me for the first time? I don't remember where I met you for the first time!

- But, I only forgot about your name.

- Now, I will tell you my name for the last time. And I hope you will not forget it.

- I promise you this time!

- It's not finish, can you also give me your telephone Number?

C

What strategy for non-formal education in the current panorama of education for all?

Literacy and non-formal education constitute a sub-sector that seems to be neglected, both at government and donor level, although the needs they address are still very important: more than one adult in three is illiterate in Africa today. This chapter is an opportunity to come back to the «poor relation» to education, by analysing the benefits of existing programmes in terms of literacy and of the social externalities often associated with literacy, in countries where this sub-sector is sufficiently represented. It also brings to light, through the example of Morocco, the cruel lack of professionalization of the sector and of programme assessments, two indispensable elements to give advocacy for literacy a chance to be heard and to finally obtain positive repercussions.

Along with the mobilization in favour of Universal Primary Education, the fight against illiteracy is increasingly focused on formal education. Today, the financing of non-formal education programmes for illiterate adults and for youngsters with poor or non-existent schooling has become an even more acute issue. In the past, literacy and non-formal education were sectors that received little financial support from governments and external partners and, today, they seem to be further marginalized even though the needs they specifically answer have not totally disappeared. By giving priority to formal education, the authorities are clearly making a choice of generation and hope to restrict the specific recourse to literacy programmes to well-targeted populations in the medium term, as it is the case in most countries that have reached UPE. However, the potential needs are still important: in most sub-Saharan African countries, there is still a relatively high number of illiterate adult populations. In this respect, it can be recalled that the rate of literacy concerning the over 15s, calculated for the 2000-2004 period for the whole of sub-Saharan Africa, registered at only 61%. This incurs obvious problems of attitudes (health, education...), but also of productivity, especially with regard to producers of the informal economy who are increasingly expected to be active partners in the training and insertion of young people (cf. Chapter 7). Also, the road leading to UPE, although well underway, is still accompanied by significant dropping out before completion, which in the coming years will continue to fuel the number of young people who, due to a lack of sufficient schooling, have not acquired the basics for sustainable literacy.

It is clear that the marginalization of non-formal education is not connected to a weakness in the needs that it is designed to cover. This is more certainly explained by the lack of professionalization of the sector and notably by the near absence of relevant knowledge on the efficiency of programmes already implemented. The mobilization for UPE owes a lot to the multiplication of assessment programmes which, little by little, have made it possible to understand that, from the different modes of organization and results studied, it was possible to bring to light more efficient organization methods, i.e. those most cost-effective in reaching the best possible results. Progressively, a corpus of sound scientific results, reinforced by the Fast Track Initiative indicative framework, has proven that, in primary education, the way in which the available resources are used is just as important as the level of resources allocated. There is nothing to make us believe that the situation of non-formal education (but also of other levels and types of education) differs significantly from that of primary education. In fact, while national and external resources available for literacy (widely speaking) are limited, the competition between formal education where reliable benchmarks exist, making it possible to combine higher pupil intake and quality of results and non-formal education, where such data is lacking, is clearly to the advantage of the former.

Advocacy developing today around the issue of non-formal education (*see in particular the EFA Global Monitoring Report 2006: Literacy for Life*) has little chance of being heard if it does not also promote the implementation of reliable programme evaluations allowing the foundations to be laid for efficient management of the sub-sector. This chapter intends to illustrate what could be done in this respect while providing some (rare) information on the relevance of non-formal education and adult literacy programmes. The first section takes a global look at the relevance of non-formal education, through the results of household surveys widely available in sub-Saharan countries today. The second section, drawing on two examples of research carried out in Morocco, shows that it is possible to apply similar forms of evaluation to adult literacy programmes, as those used in the past to gain a better understanding of the determining factors of the quality of learning in formal education.

1. Comparison of the social effects of formal and non-formal education in the African context

In the absence of direct measures of the effectiveness of specific non-formal education programmes, it is interesting to study, or at least explore, their impact on a number of social dimensions and to compare this to those associated, in the same areas, with the absence of education or with the benefits of formal education. The data sources used, as for some sections of the previous chapter on the quality of primary education (cf. Chapter 4), are the MICS household surveys conducted by UNICEF between 2000 and 2002. In these surveys, non-formal education is not broken down into its different components and covers, without distinction, adult literacy activities and complementary (for specific populations) or substitute (for a school-age population) non-formal education as well as formal education structures.

While literacy has for long been the main objective of non-formal education, other dimensions deserve consideration: integration into the job market, life skills, changes in attitudes (especially for women) in terms of reproductive health and child health, etc. The MICS surveys allow the measurement, at an individual level, of some of these dimensions and to connect them to the level of education (absence of education, non-formal education, time spent in formal education). In concrete terms, it is then possible to estimate how having attended non-formal education can represent a benefit compared to the absence of education, on the different social dimensions mentioned above. To qualify this advantage, it is then possible to transform it into an «equivalent years of formal education» by estimating how many years of formal education are necessary to obtain an equivalent effect.

Following a brief analysis of the place of non-formal education in the different countries where a MICS survey is available, and a presentation of the principal characteristics of its beneficiaries, an analysis will be made of the effects of non-formal education on the sub-sample of countries where this type of education exists.

1.1 The extent of non-formal education greatly varies from country to country

The following table indicates the relative weight of the participation in non-formal education by the 15-49 years old segment of the population for the 21 sub-Saharan African countries where a MICS survey is available. This weight is relatively low on average since it concerns only 3.5% of the age group taken into consideration. Above all, it varies from one country to another, close to zero in most countries where formal education is well developed and ranging from a minimum of 0.3% to a maximum of 26.7% for the other countries, where attendance in formal education represents practically less than half of the different types of education for the 15-49 age group. **Quite clearly, among the countries where access to formal education is rare, recourse to non-formal education is not a systematic policy and is still very marginal in many cases.** In Côte d'Ivoire, for example, where only 51.6% of 15-49 years old segment have had formal education, the proportion of the same population to have benefited from non-formal education does not exceed 2.2%. This is also the case for Guinea-Bissau, Comoros and Sierra Leone (table 5.1). In opposition, other countries, where the proportion of formal education is low, show much higher than average proportions for those benefiting from non-formal education (Burundi 26.7%, Niger 14.7%, Gambia 13.7%, Chad 7.5% and Senegal 6.5%).

Table 5.1: Distribution of the 15-49 years old segment of the population according to the type of education (%)

Countries	No education	Non-formal	Formal	Overall
Angola	24.4	0.0	75.6	100
Botswana	13.1	0.0	86.9	100
Burundi	25.7	26.7	47.6	100
Cameroon	20.9	0.2	78.9	100
Côte d'Ivoire	46.1	2.2	51.6	100
Comoros	52.1	1.7	46.2	100
Gambia	48.0	13.7	38.3	100
Equatorial Guinea	12.6	0.0	87.4	100
Guinea-Bissau	59.1	0.5	40.4	100
Kenya	11.9	0.2	87.9	100
Lesotho	11.6	0.3	88.1	100
Niger	65.2	14.7	20.1	100
CAR	40.6	0.2	59.2	100
DRC	18.3	0.8	80.9	100
Rwanda	26.7	0.1	73.2	100
Sao Tome and Principe	12.1	0.0	87.9	100
Senegal	54.5	6.5	39.0	100
Sierra Leone	68.9	0.3	30.9	100
Swaziland	16.2	0.7	83.1	100
Chad	59.3	7.5	33.2	100
Zambia	17.7	0.0	82.3	100
Average	33.7	3.5	62.8	-
Minimum	11.6	0.0	20.1	-
Maximum	68.9	26.7	88.1	-

Source: Calculations based on MICS surveys

In this section, the analysis of the impact of non-formal education in terms of sustainable literacy will cover all countries where it is represented. Its effects on attitudes will only be analysed for the seven countries listed in bold type in the table, where non-formal education is sufficiently represented to allow for finer category analysis.



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1.2 Beneficiaries of non-formal education

The population benefiting from non-formal education over the seven countries is relatively distinctive. It most often concerns men (60%) and rural areas (73.9%). The beneficiaries according to the income of the head of the family are, somewhat unexpectedly, quite evenly distributed between the income quintiles (table 5.2). Attending non-formal education is therefore not typical of being poor.

Table 5.2: Distribution of those trained in non-formal education according to individual and social characteristics (%)

	Burundi	Côte d'Ivoire	Comoros	Gambia	Niger	Senegal	Chad	Average
Gender								
Men	40.4	70.1	43.2	57.1	70.2	60.9	78.0	60.0
Women	59.6	29.9	56.8	42.9	29.8	39.1	22.0	40.0
Location								
Urban	3.2	82.8	9.4	28.5	9.7	22.2	27.1	26.1
Rural	96.8	17.2	90.6	71.5	90.3	77.8	72.9	73.9
Income								
20 % + poorest	18.9	7.4	21.9	27.3	21.6	25.9	28.3	21.6
Q2	20.7	10.7	21.6	15.7	15.2	25.7	17.7	18.2
Q3	21.5	19.0	19.0	24.3	23.3	18.4	18.0	20.5
Q4	23.4	27.8	22.7	18.2	20.7	15.8	14.5	20.5
20 % richest	15.5	35.1	14.8	14.5	19.3	14.1	21.4	19.2

Source: Calculations based on MICS surveys

Attendance according to gender varies depending upon the country: women are in the majority in Burundi and Comoros. On the other hand, beneficiaries are most systematically located in rural areas with the notable exception of Côte d'Ivoire where almost 83% are from an urban environment. This specific situation is reflected in the distribution according to the level of wealth, which is somewhat biased upwards in this country.

1.3 Measuring the social effects of non-formal education

The effect of the type of education received on different social dimensions (sustainable literacy, attitude in terms of reproduction and of health) is measured through statistical models in which these attitudes are associated with the different types of education. The models estimated¹ differ according to the nature of the variable being studied (quantitative when to do with the AIDS knowledge index, age of first birth, average time span between births, number of children; qualitative when to do with situations like the declaration of literacy, of birth registration, etc.).

¹ The models are estimated on populations for which the variable is relevant. Thus, sustainable literacy covers all adults aged 22 to 49 whilst the analysis of attitudes in terms of demography, health and reproduction, child health, is limited to women aged 15 to 49. Finally, the level of knowledge on AIDS transmittal is estimated on the whole population aged 15 to 49.

On the basis of these models, the values of the different social variables can be simulated according to the individuals' level of education (no education, non-formal education, formal education, number of years of study). These effects are measured by controlling a number of variables available in the survey, connected to the education received, and liable to affect the variables explained: the standard of living and the geographical location which, if omitted in the model, would lead to overestimating the effect of education, as well as age in order to limit possible generational effects.

The impact of non-formal education on sustainable literacy

The benefit of sustainable literacy constitutes the first and, of course, the most immediate dimension of the effect of non-formal education that can be studied. The results given in table 5.3 show that this dimension is indeed a real output of the programmes. First of all, in almost all countries, the chances of literacy are much higher when people have had non-formal education than when they have benefited from no education at all (in Burundi, for example, the proportion of those having received non-formal education who declare to be sustainably literate is 8.4 times higher than the proportion of sustainably literate individuals who have had no education). The very high value observed for some countries (notably Chad, DRC) reflects the low proportion of people sustainably literate who have had no education whatsoever. Having said that, the reference to literate people among those who have not benefited from any education can obviously create problems in reflecting specific situations and to mistakes in declarations, over which we have no control.

A more reliable measure of the impact of non-formal education in terms of literacy, which in addition makes it possible to "qualify" this benefit, is the number of years of formal studies that would be necessary to obtain the same literacy results as a complete non-formal course of study. Statistical models produced for each country provide an estimation of the number of years, entitled "equivalent years of formal education". The results are shown in the second column of table 5.3. In Burundi, the proportion of sustainably literate people among those who have received non-formal education is equivalent to what could be observed in a population having followed one and a half years of formal education. This result is amongst the lowest observed, along with Côte d'Ivoire, CAR and Guinea-Bissau suggesting a poor

quality of non-formal education. In the other countries studied, values are relatively high and range from 3 to over 6 years. In terms of literacy, this means that, in some cases, the benefit of non-formal education compares favourably with that associated with a complete course of primary education.

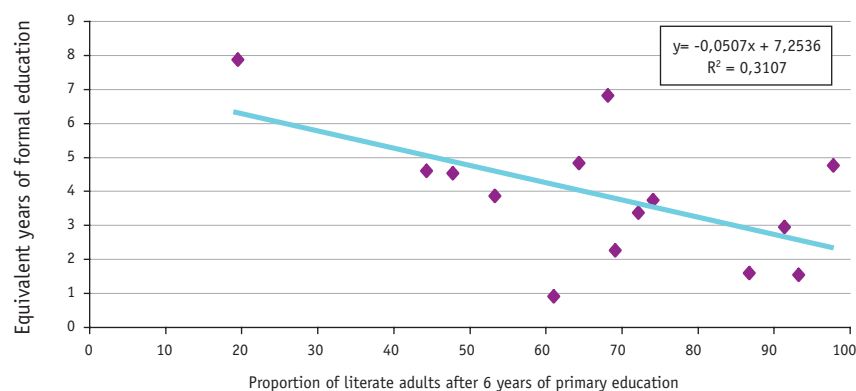
Table 5.3: Impact of non-formal education in terms of literacy

Country	% literacy non-formal / % literacy with no education	Equivalent years of formal education
Burundi	8.4	1.6
Cameroon	3.2	3.4
Côte d'Ivoire	4.6	1.6
Comoros	3.0	6.8
Gambia	8.6	4.6
Guinea-Bissau	4.8	2.3
Kenya	5.5	4.8
Lesotho	3.6	3.0
Niger	17.9	3.9
CAR	1.0	0.9
DRC	40.6	7.9
Rwanda	14.3	4.8
Senegal	4.0	3.8
Chad	166.2	4.6
Average	20.4	3.9

Source: Calculations based on MICS surveys

The latter result is however to be interpreted in the light of the information given on graph 5.1, which shows the relationship between the value «equivalent years of formal education» of the benefit of non-formal education in terms of literacy, and the performance of formal education in the same area. Even if the statistical relationship is modest, it can be noted on average, that it is rather when the formal system is itself of poor quality in terms of sustainable literacy (low proportion of literate adults after 6 years of primary education) that the benefit of non-formal education appears high.

Graph 5.1: Results of non-formal education and formal education in terms of literacy



Source: MICS surveys and authors' calculations

The impact of non-formal education upon other social areas

The same analysis as presented earlier was conducted on a set of attitudes and knowledge listed in the MICS surveys, which are generally influenced in a positive way by education. There is thus reasonably detailed declarative information available, concerning practices as regards birth control and preventive health for mother and child; information on practices in terms of birth registration and knowledge of HIV/AIDS and its transmittal is also available.

Once the impact of non-formal education has been assessed in the different social areas studied, this is compared to that of not having had access to any type of education, by establishing the relationship between the two.

A brief glance at table 5.4 shows that the values of the different relationships are generally close to the unit. **The practices of those who have benefited from non-formal education do not therefore differ significantly from those who have had no education at all on the different areas taken into consideration.** When there is an effect, it is often country-specific and undoubtedly reflects the variability in content of non-formal education, from one country to another. Surprisingly, some of these relationships are even below the unit indicating that beneficiaries of non-formal education have, on some scores, less positive practices than people who have received no education. This does not necessarily mean that non-formal education has a negative effect: it can be thought that beneficiaries of this education have different characteristics from those who have never been to school, which are not controlled by the models and are associated with less positive practices.

Table 5.4: Effects of non-formal education compared to absence of education

	Burundi	Côte d'Ivoire	Comoros	Gambia	Niger	Senegal	Chad
Registered births	1.1	1.0	1.0	0.6	1.2	1.0	-
AIDS	1.1	1.4	1.0	1.1	1.0	1.1	0.6
Demography							
Use of contraceptives	1.8	-	2.5	1.0	1.0	-	0.5
Time span between births	1.0	-	1.0	1.0	1.0	-	1.0
Maternal health							
Antenatal check ups	-	0.8	1.0	1.0	1.4	1.0	0.6
Tetanus vaccine	1.0	1.0	1.0	1.1	1.4	1.0	1.0
Vitamin A intake	1.0	-	1.0	-	1.0	0.9	1.0
Assisted birth	1.5	1.0	1.2	1.0	1.7	1.0	0.4
Child health							
Child weight	1.0	-	1.0	-	1.0	1.0	-
Child height	1.0	-	1.1	-	1.0	1.0	-
Complete vaccination	1.2	1.4	1.0	1.0	1.2	-	-
Vitamin A intake	1.2	1.0	2.4	1.1	1.1	1.4	-

Source: MICS surveys and authors' calculations
 Note: The symbol - indicates that the estimation has not been made.

The data used in this section, although obviously too rough for assessing such a complex and varied sector as non-formal education, do prove to be instructive. It is clearly observed that non-formal education enables access to literacy without, however, guaranteeing some of the externalities generally associated with it. The value of this literacy is sometimes far from insignificant, if compared with the benefits from formal education, and this is undoubtedly a very encouraging result. The effect on attitudes, with regard to birth control and healthcare, is low overall but can sometimes be high. What is predominant on rapidly viewing the sector is the variety of results undoubtedly corresponding to the variety of programmes, goals, organization methods, contexts and in all likelihood populations. There is therefore room in the non-formal education sector for the same type of assessments, as those conducted in primary education and which have progressively enabled to separate the specific effect of different factors on the results obtained. The following section, dealing only with Morocco, will provide a more direct application.



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2. Determining factors in the quality and sustainability of adult literacy in Morocco

An exploratory analysis of the decisive factors in the quality of learning in literacy programmes was conducted in Morocco in 2004. It has been extended today as part of a more ambitious research programme, which, in addition to the initial objective, also deals directly with student survival and proposes deferred measures of the sustainability of benefits.

2.1 Adult literacy activities in Morocco

The campaign against illiteracy is underway in Morocco, firstly through the efforts made in terms of school access but also, more directly, by the intensification of activities specifically designed for illiterate adult populations. The programme as announced is ambitious: while the proportion of illiterate adults has dropped from 61% in 1990 to 50% in 2001, the goal set by the National Charter on Education and Training (the programme which sets orientations for education in Morocco) is to bring the illiteracy rate down to 20% by 2010. The strategy adopted, to achieve this goal, represents a significant break with former activities that were part of a single programme handled by the Ministry of National Education. It is based on three central components: the mobilization of new operators (public operators, businesses and above all NGOs), the launch of an educational reform (functional programmes adapted to the characteristics of the targeted populations and answering their needs, revision of duration of sessions and training of trainers) and the implementation of supportive actions (awareness campaigns, promoting income generating activities to facilitate the literacy programmes). Evaluating the activities underway is clearly the core of this new strategy, which is intended to adapt supply to the different populations and contexts, and above all provide a framework for new external operators, mostly NGOs under contract.



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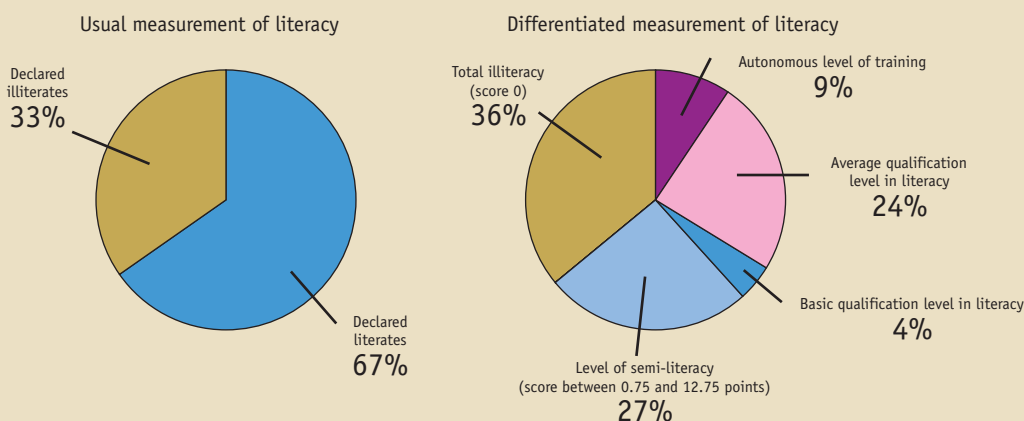
Box 5.1: Literacy Assessment and Monitoring Programme (LAMP): a cornerstone of the LIFE initiative

Context:

In November 2005 UNESCO launched the Literacy Initiative for Empowerment, (LIFE). This initiative must contribute to achieving the Dakar goals, particularly goal 4 (a 50% improvement in levels of adult literacy) and goal 5 (achieving gender equality in education). The purpose of LIFE is to support the EFA goals in the field of literacy. This initiative is designed, as a global strategic framework, to enable all stakeholders significantly increase their efforts for literacy. Countries, with a high rate of illiteracy² or where the rate of literacy is under 50%³, will be given priority for the implementation of LIFE.

There is, of course, consensus of opinion on the fact that literacy is essential for economic prosperity, health, cultural identity, community involvement and tolerance, and for the capacity of individuals to use their full potential in increasingly knowledge dependent societies. Measuring literacy in all its dimensions therefore becomes *de facto* a functional and institutional necessity. For this reason, UNESCO considers LAMP as an essential tool to develop and implement policies deriving from the LIFE initiative, for it is true that the data «measuring» literacy in developing countries are fragmented and mainly originate from indirect assessments⁴.

It is important to understand the distribution of literacy throughout the population, in order to define adapted development policies. Measuring literacy does not only mean determining who can or who cannot read, since there are diverse levels of literacy skills ranging from knowing how to write one's name on a form to understanding the instructions on a medicine label or being able to learn from written texts.



The LAMP programme attempts to answer these needs by providing the different countries with the methodological and technical instruments for a survey aimed at measuring a wide range of literacy levels going from basic reading and writing to higher levels of literacy needed to fully participate in a society where learning fills an increasingly important place.

LAMP Methodology:

LAMP was developed to collect better quality literacy data through new household surveys conducted on a five or ten year cycle. The instruments have been validated in 6 countries including 3 African countries⁵. The data collected within the LAMP framework will be used to develop and implement national action plans and better define adult literacy programmes.

LAMP is implemented in the different countries through a partnership grouping together national expertise⁶, UIS expertise⁷ and literacy assessment experts coming from Statistics Canada and ETS (USA).

LAMP's conceptual framework, which enables a comparative assessment of adult literacy, is adapted from the Adult Literacy and Life Skills Survey (ALL). LAMP measures five levels of literacy (i) Level 1: for people who have very poor skills (e.g. those who are unable to determine the correct amount of medicine from the label on a package) (ii) Level 2: People who can only deal with simple, clearly laid-out tasks (iii) Level 3: considered a suitable minimum for dealing with daily life: this skill level is generally required to successfully complete secondary education (iv) Levels 4 and 5: Respondents demonstrate command of higher-order information processing skills.

The results of LAMP are expected to contribute to the political debate and at the same time fuel research on such questions as (i) How are skills distributed throughout the different sub-groups of the population and what are the consequences in terms of mobilization of resources? (ii) What is the relationship between illiteracy and social participation and /or economic integration? (iii) What impact do adult education policies have on the degree of literacy in the populations? (iv) What is the effectiveness of formal education? LAMP data is intended to serve a wide range of users, from civil society to policy decision-makers and civil servants in the ministries.

² Over 10 million people.

³ 35 countries including 18 in sub-Saharan Africa.

⁴ From DHS, MICS surveys etc.

⁵ On a sample representative of the geographical and linguistic national diversity.

⁶ Morocco, Niger and Kenya.

⁷ LAMP national team.

⁸ Head office and regional.

2.2 The exploratory survey and principal findings⁹

The analysis of the factors of success of adult literacy courses is based on the results obtained by the trainees at the end of session knowledge tests in Arabic and Arithmetic adapted to the programme. This concerned 725 beneficiaries and 24 trainers overall for the four programmes implemented in Morocco. The principle of the analysis is a breakdown of the variance in scores, according to the individual and contextual characteristics (programmes, trainers). The sample studied only covers participants in the second and third level of the literacy programmes, made up of three levels. Women are in the majority (88% of beneficiaries). Those surveyed are young (average age of 31) and half of them are married. The working population (employed or unemployed) is little represented (under 16% of beneficiaries).

Analysis of the success per group of items¹⁰, presented in table 5.5, shows that the beneficiaries who had all passed the first literacy level, experienced difficulty with the items here. On the one hand, the proportion of beneficiaries capable of succeeding in more than five items out of the seven making up the test at level 1 is, at the most, 69.3% (programme/operator 2.2¹¹) and only exceeds 50% in three cases out of seven. On the other hand, this proportion is lower or equal to only 30% in four out of the seven programmes/operators taken into consideration. Success in items at the second level (success in three to four items out of the four making up the test) is 69.5% at the most (programme/operator 3.2). The percentages of success observed at the two levels seem positively connected, thus establishing a clear hierarchy between the different operators.

Table 5.5: Combined percentage of success in the different items according to the operators

	Level 1 (7 items)			Level 2 (4 items)	Level 3 (5 items)
	0 to 2 items	3 to 4 items	Over 5	3 to 4 items	At least 1
Operator 1	11.2	56.1	32.6	33.6	7.4
Operator 2.1	2.7	43.7	53.6	59.9	12.5
Operator 2.2	0	30.6	69.3	53.1	4.1
Operator 3.1	27.4	49.1	23.6	20.8	23.6
Operator 3.2	6.6	27.1	66.3	69.5	11.9
Operator 3.3	15.2	55.6	29.2	56.3	21.9
Operator 4	22.4	57.2	20.4	16.3	0

Source: Cerbelle, S. and Jarousse, J.P. (2004)

This situation obviously raises questions, as to the sustainability of literacy, and justifies the attention given to this issue in the ongoing research programme. Moreover, it can be seen that results differ distinctly depending upon the programmes and the operators within each programme.

Models explaining success factors confirm the variability in results, according to the programmes/operators, and with comparable individual student characteristics (earlier schooling and literacy level in particular). Breakdown of the variance in learning achievements, that has obviously only an indicative value here, due to the low number of

⁹ Cerbelle, S. and Jarousse, J.P. (2004), *Une évaluation des activités d'alphabétisation des adultes au Maroc*, CREFEME, University Mohammed V Rabat-Souissi.

¹⁰ Each item was made up of several exercises derived from the literacy programme.

¹¹ Due to the exploratory nature of the study, it has been chosen not to name the different programmes and operators.

contextual observations, highlights the importance of the operators and above all of the trainers in differentiating results, especially in Mathematics.

As opposed to what is noted in primary education (cf. Chapter 4), the variance in learning achievements depends fairly little here upon individual student characteristics, especially due to the fact that some students had partially attended formal education in the past (table 5.6). In Arabic, individual characteristics contribute to around 10% of the variance in learning achievements, the programme attended for about 12% (22.3-9.9), the operators for a little less than 11% and the trainers for almost 17%; in Mathematics, the teacher effect is even more clearly predominant with near to 33% for the variance in learning achievements compared to under 20% for individual dimensions and overall programmes/operators combined.

Table 5.6: Variance in learning (%) associated to the different groups of variables

Group of explanatory variables	Arabic	Mathematics
Individual characteristics	9.9	6.2
Individual characteristics, programmes	22.3	15.3
Individual characteristics, programmes, operators	33.0	19.0
Individual characteristics, programmes, operators, trainers	49.7	51.9

Source: *Cerbelle, S. and Jarousse, J.P. (2004)*

A priori, it should have been possible to determine, by using statistical models, the characteristics of the trainers most able to explain the major differences in teaching effectiveness observed. In fact, when either their personal characteristics or their professional characteristics (initial training, experience, benefiting from specific literacy training) were collected, no single element appeared to be significantly connected to the gaps observed¹². This implies that the differences have, undoubtedly, a somewhat strong personal dimension (teacher's personal qualities and also his/her level of involvement) ; taking into account the teacher effect in the beneficiaries' achievements, this would justify more active regulation (inspections/assessments, greater transparency in terms of results,...) and even more rigorous selection (possibly a posteriori in the case of annual contracts), which could constitute a more effective strategy than specific literacy training for trainers, widely favoured so far.



¹² Due to the limited number of observations, analysis was restricted to examining the correlations with each of the available variables.

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2.3 Current research¹³

Ongoing research on literacy in Morocco is more ambitious than previously, while adopting the same conception and methodological objectives. It comes under the framework of the LIFE project developed by UNESCO and is based at Caddy Ayyad University in Marrakech. Through action-oriented researches, it aims to cover the main interrogations related to adult literacy activities, with a special focus on quality. The «quality» of literacy is looked at from several angles: it is measured, more particularly, by course attendance and by learning achievements, but also by the benefits perceived and by literacy sustainability for the beneficiaries. Research covers a sample of 1 650 trainees from the Académie of Marrakech, representative of the beneficiaries of the four literacy programmes implemented. It concerns:

- Course attendance:

Trainee assiduity and survival will be monitored regularly throughout 2007. This will enable a precise analysis of survival (a major failing of this type of training) to be developed and then to be connected to success at individual level and at the level of the different programmes. Success will be assessed with regard to student results in three standard tests: an initial positioning test, two tests on learning achievements, one half-way through and the other at the end of the course. These two tests comprise Writing/Reading/Arithmetic exercises related to the programmes, and exercises related to the use of knowledge in daily life (filling in a form, reading a map, coping with everyday events...).

- Benefits and sustainable literacy for the participants:

Aside from analysis on success and survival, the research will aim at making a more qualitative assessment of the trainees' perception of the benefits gained from the different literacy programmes, on the basis of semi-directive interviews carried out on a sub-sample representative of those enrolled on the programmes. This qualitative analysis will be extended to earlier beneficiaries who will testify to the possible changes that have resulted from their participation in the literacy programmes. These former beneficiaries will also be given a simplified test designed to directly measure literacy sustainability.

- Cost-effective analysis of the determining factors as to survival and success:

Transversally, the results of the previous activities (particularly quality of learning and survival) will be used with a view to defining «good practices» and seeking cost-effectiveness by looking at the actions conducted alongside the public and private resources committed to each.

¹³ For further information on this research, contact the UNESCO Office in Rabat, Morocco: (s.tawil@unesco.org.ma or sophiecerb@yahoo.fr)

3. Conclusion

The ad hoc examples used in this chapter clearly show that the results of the activities of non-formal education are not guaranteed. These programmes give priority to literacy and, even in this one area, « quality » is seen to be very unequal. Results, in terms of birth control and healthcare, are much less significant than what could have been expected, but the effect of some programmes was seen to be somewhat positive. It is to be remembered that these first conclusions would deserve to be explored more in depth and that the non-formal education and literacy sector, like the other education sectors, covers a variety of situations and contexts, which can partially explain the very variable quality in results. A more systematic assessment of these results connected to the contexts and modes of organization, while controlling trainee characteristics, could help to pinpoint the best practices and contribute to repositioning this activity within more global trade-offs at education policy definition and funding level. The example of the study devoted to literacy in Morocco is very eloquent in this respect. Studying the factors differentiating the beneficiaries' results shows that the characteristics of the programmes, although very different in spirit and organization, explain a lesser share of the differences in results than the characteristics of the trainers. This clearly opens up ways to improve the effectiveness of the actions undertaken. Research ongoing in Morocco should obviously permit to progress still further in this direction, by going deeper into the issue of survival in the programmes (which is another element to be taken into account when evaluating their effectiveness and which could possibly modify the results observed in the exploratory survey as to those who completed the course) and also, more essentially, the issue of sustainable literacy ; an overall view of the latter was given here when using household survey data.

The results set out in this analysis, which is once again an exploratory analysis, should not serve as a justification for governments and donors indifference for literacy and non-formal education, even if it constitutes a hazardous bet, which is all the more appalling as available resources are scarce and intended *a priori* for other competing sectors. Professionalization of the sector, and especially the implementation of sound assessments, appears to be the prerequisite for defining education policies in which non-formal education could find a true place to the benefit of those specifically excluded from formal education.



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